

Headstart-on-the-Hill Nursery

St Marys Hill, Chester, CH1 2DW



Inspection date	18 January 2016
Previous inspection date	15 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. Staff understand how young babies and children learn and effectively build on their interests and enthusiasm for learning. Children's development is regularly assessed by staff who provide a variety of interesting activities for children.
- Babies and children develop good communication and language skills and are confident in expressing their needs and ideas.
- Staff work extremely well with parents to ensure that information is shared using innovative methods. This helps everyone to be able to consistently support children's care, learning and development.
- The management team are proactive in seeking feedback on their practice, including obtaining the views of parents and children to assist their own evaluation. They effectively identify staff training needs and provide mentorship to improve outcomes for children. Children acquire the skills they need to be ready for school.
- Staff teach children about the wider community and help them explore the local area. These visits provide stimulating play experiences which help children to learn about the wider world and support them to make good progress in their learning and development.

It is not yet outstanding because:

- Systems for evaluating staff performance are not always incisive in identifying the impact of staff's practice, to ensure teaching is highly effective and improving rapidly.
- All staff do not always have very high expectations of what each child can achieve, including the most able and the most disadvantaged.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen systems for monitoring staff performance, using an incisive evaluation of the impact of staff's practice to ensure teaching is highly effective and improving rapidly
- develop the quality of assessment further so that it is sharply focused to include the most able and disadvantaged children, so that all children make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed activities in the baby, toddler and pre-school rooms and talked with the manager, her staff and children at appropriate times throughout the inspection.
- The inspector observed babies lunchtime routine and jointly evaluated this with the manager.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of staff, observation and assessment documentation and the safeguarding procedures.
- The inspector took account of the views of parents spoken to during inspection and as provided in documentation.

Inspector

Patricia Pickens

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has a good knowledge and understanding of safeguarding policies and procedures and is aware of her responsibilities in this respect. She successfully monitors her educational programmes to ensure that children continue to make good progress. She takes into account the views of staff, children and parents and uses these to reflect on the quality of her provision, aspiring to consistently raise outcomes for children. The manager works effectively in partnership with parents. She monitors staff training to improve the quality of teaching and learning for children. The manager exchanges information with other settings that children attend, to provide continuity of learning for children and share good practice.

Quality of teaching, learning and assessment is good

Staff observe children and regularly update the assessments of their abilities, using innovative technology to improve planning for children. There are excellent opportunities for babies and children to extend their language development and social skills, in order to progress rapidly. Staff offer high-quality information about children's learning to parents. This enables parents to extend their children's learning at home. Younger children shop for groceries, experience food tasting and try new and unusual flavours to stimulate their senses. Older children learn mathematical concepts when playing with numbers. They are able to recognise, order and sequence numbers in a line. At story time, adults model language effectively, praise children and allow time for them to respond. Staff organise activities effectively, to allow children time to concentrate and develop critical-thinking skills. Adults provide a warm environment where children demonstrate that they feel safe, have fun and are acquiring skills for their next steps in learning.

Personal development, behaviour and welfare are good

Children settle well in this calm environment. They build positive relationships with others. Children have time to talk and be listened to, and learn how to be respectful and kind to each other. Staff ensure children play safely through close supervision and guidance. They encourage children to eat healthy meals and sit and talk to them about healthy choices. Staff are good role models as they are happy, calm and kind towards children. They manage behaviour positively by using praise and encouragement and all adults who work with children are consistent in their approach. As a result, children's behaviour is good. Children enjoy daily opportunities for exercise in the garden, to promote their health and well-being. They also enjoy regular outings and exciting experiences in the community.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including the move on to school. They attend to their own self-care needs and learn how to care for the wider environment outdoors, relevant to their age and stage of development.

Setting details

Unique reference number	EY439137
Local authority	Cheshire West and Chester
Inspection number	1028078
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	102
Number of children on roll	67
Name of provider	Headstart (Chester) Limited
Date of previous inspection	15 October 2012
Telephone number	01244 325857

Headstart-on-the-Hill Nursery was registered in 2012. It is privately owned and based in Chester. The nursery operates Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for three- and four-year-old children. It supports disabled children and those with special educational needs, as well as children who speak English as an additional language.

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